

children in their responses to adults other than the mother or nurse.

(b) Bound up with these elements in the child's relation with his mother, there must have been corresponding real elements on the mother's side. In some cases, the mother is more easily thrown into a state of anxiety about the child's behaviour than other adults are. She is more directly acted upon by his hostility, whatever form that may take. She feels herself far more closely involved in his behaviour than, for example, the nursery school teacher does ; and this makes her own reactions to the child more intense. It is thus harder for her to maintain a just proportion in estimating the child's behaviour, and that quite as much because of her own emotional need that he should be a good child as because of her lack of experience.¹

(8) Two other important mechanisms, (a) the splitting of the ambivalent feelings, and (b) displacement, contribute further to lessen the degree of emotional tension which the little child feels in relation to adults other than his own parents. I drew attention to these when discussing the material of social relations.

(a) We noted how often it happens that a child seems only to be able to love one adult when there is another to hate. Or, conversely, can only bear to show his hatred to one when there is another whom he can love and turn to for support. This way of dividing the *images* of the " good " and " bad " parents within his own mind, and projecting them on to two separate real persons, is a great help in the young child's relations with adults. It enables him to build up real

¹ I would not have readers jump to the conclusion from my state-ment of these facts that I think it is a desirable thing for children to be educated altogether by people other than their parents. It is a

good thing for little children of over two years to be away from their homes in a nursery school for some part of each day. But the psycho-logical evidence tells against a purely institutional education and in favour of the natural environment of the home. It is an essential part of the child's education that he should learn to deal with the central family situation, and be able to establish good relations with his own real parents and brothers and sisters. Many children, it is true, cannot learn to do this, usually because they or their parents are too neurotic. In such cases they are better and happier away from home with trained educators ; but it does not follow that this is a normal and desirable thing for all children. There is no better educator for the child than a wise parent, although even the wisest of parents is not sufficient. The young child needs *both* a satisfactory home life and the opportunity for wider social contacts in a nursery school or kindergarten group.